

James Simons Elementary

741 King Street
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	397 Students	
Principal	Brent Coon	843-724-7763
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	64	14

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Below Average	No

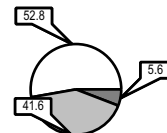
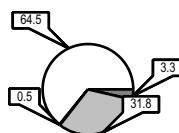
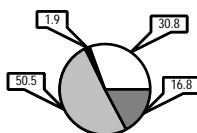
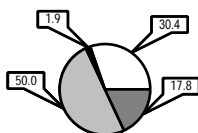
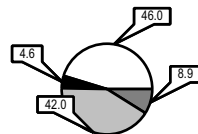
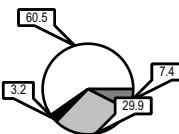
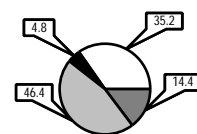
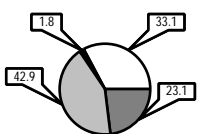
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	224	99.6	30.0	50.2	17.8	1.9	30.0	Yes	Yes
Gender									
Male	114	100.0	36.1	47.2	16.7	0.0	22.2		
Female	110	99.1	23.8	53.3	19.0	3.8	38.1		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	222	99.6	29.9	50.2	18.0	1.9	30.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	191	99.5	24.7	52.7	20.3	2.2	33.5		
Disabled	33	100.0	61.3	35.5	3.2	0.0	9.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	224	99.6	30.0	50.2	17.8	1.9	30.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	224	99.6	30.0	50.2	17.8	1.9	30.0		
Socio-Economic Status									
Subsidized meals	203	99.5	32.3	48.4	17.7	1.6	29.7	No	Yes
Full-pay meals	21	100.0	9.5	66.7	19.0	4.8	33.3		

Mathematics – State Performance Objective = 36.7%									
All Students	224	100.0	30.8	50.5	16.8	1.9	32.7	Yes	Yes
Gender									
Male	114	100.0	37.0	47.2	13.9	1.9	30.6		
Female	110	100.0	24.5	53.8	19.8	1.9	34.9		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	222	100.0	31.1	50.0	17.0	1.9	32.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	191	100.0	24.0	54.1	19.7	2.2	37.7		
Disabled	33	100.0	71.0	29.0	0.0	0.0	3.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	224	100.0	30.8	50.5	16.8	1.9	32.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	224	100.0	30.8	50.5	16.8	1.9	32.7		
Socio-Economic Status									
Subsidized meals	203	100.0	32.6	49.7	16.1	1.6	31.1	No	Yes
Full-pay meals	21	100.0	14.3	57.1	23.8	4.8	47.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	224	99.6	64.3	31.9	3.3	0.5	3.8
Gender							
Male	114	99.1	71.0	26.2	2.8	0.0	2.8
Female	110	100.0	57.5	37.7	3.8	0.9	4.7
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	222	99.6	64.0	32.2	3.3	0.5	3.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	191	100.0	60.1	35.5	3.8	0.5	4.4
Disabled	33	97.0	90.0	10.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	224	99.6	64.3	31.9	3.3	0.5	3.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	224	99.6	64.3	31.9	3.3	0.5	3.8
Socio-Economic Status							
Subsidized meals	203	99.5	64.6	31.8	3.6	0.0	3.6
Full-pay meals	21	100.0	61.9	33.3	0.0	4.8	4.8

Social Studies							
All Students	224	100.0	52.8	41.6	5.6	0.0	5.6
Gender							
Male	114	100.0	53.7	39.8	6.5	0.0	6.5
Female	110	100.0	51.9	43.4	4.7	0.0	4.7
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	222	100.0	52.4	42.0	5.7	0.0	5.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	191	100.0	48.1	45.4	6.6	0.0	6.6
Disabled	33	100.0	80.6	19.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	224	100.0	52.8	41.6	5.6	0.0	5.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	224	100.0	52.8	41.6	5.6	0.0	5.6
Socio-Economic Status							
Subsidized meals	203	100.0	54.4	40.9	4.7	0.0	4.7
Full-pay meals	21	100.0	38.1	47.6	14.3	0.0	14.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	59	98.3	23.2	32.1	42.9	1.8	44.6
	4	66	100.0	26.2	57.4	16.4	N/A	16.4
	5	67	100.0	31.7	58.7	7.9	1.6	9.5
	6	53	100.0	37.7	45.3	17.0	N/A	17.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	53	100.0	16.7	41.7	33.3	8.3	41.7
	4	48	100.0	21.7	56.5	21.7	0.0	21.7
	5	61	100.0	38.2	49.1	12.7	0.0	12.7
	6	62	98.4	36.1	55.7	8.2	0.0	8.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	59	100.0	35.1	56.1	7.0	1.8	8.8
	4	66	100.0	21.3	65.6	8.2	4.9	13.1
	5	67	100.0	15.9	68.3	9.5	6.3	15.9
	6	53	100.0	35.8	47.2	15.1	1.9	17.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	53	100.0	31.3	56.3	12.5	0.0	12.5
	4	48	100.0	30.4	47.8	19.6	2.2	21.7
	5	61	100.0	34.5	52.7	10.9	1.8	12.7
	6	62	100.0	24.2	48.4	24.2	3.2	27.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	53	98.1	57.4	36.2	4.3	2.1	6.4
	4	48	100.0	65.2	28.3	6.5	0.0	6.5
	5	61	100.0	76.4	21.8	1.8	0.0	1.8
	6	62	100.0	56.5	41.9	1.6	0.0	1.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	53	100.0	45.8	47.9	6.3	0.0	6.3
	4	48	100.0	32.6	56.5	10.9	0.0	10.9
	5	61	100.0	65.5	32.7	1.8	0.0	1.8
	6	62	100.0	61.3	33.9	4.8	0.0	4.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 397)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.0%	Up from 1.9%	3.9%	3.0%
Attendance rate	95.8%	Down from 96.2%	95.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%	Down from 7.8%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%	Down from 6.9%	5.4%	3.2%
Eligible for gifted and talented	4.8%	Down from 5.2%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.4%	Down from 8.0%	8.1%	8.2%
Older than usual for grade	1.8%	Up from 1.7%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	54.8%	Up from 48.5%	50.0%	52.6%
Continuing contract teachers	58.1%	Down from 63.6%	77.1%	83.3%
Highly qualified teachers	89.3%	Down from 89.7%	92.2%	93.5%
Teachers with emergency or provisional certificates	4.0%	Up from 3.7%	3.0%	0.0%
Teachers returning from previous year	77.9%	Up from 74.4%	83.0%	87.0%
Teacher attendance rate	95.3%	Down from 97.8%	94.9%	95.0%
Average teacher salary	\$42,505	Up 6.4%	\$40,215	\$41,703
Prof. development days/teacher	12.1 days	Up from 6.7 days	14.3 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 18.0 to 1	16.5 to 1	18.8 to 1
Prime instructional time	90.0%	Down from 92.9%	88.7%	89.8%
Dollars spent per pupil*	\$6,678	Down 0.9%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	66.5%	Down from 67.3%	63.5%	65.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

James Simons Elementary School is an inviting urban school. We are a Title I school which serves approximately 430 students in grades pre-kindergarten through sixth. The administration and staff along with the School Improvement Council work together as a team to meet the total needs of all students by taking the responsibility of developing the children of today into the leaders of tomorrow.

Our standards-based curriculum is driven by the utilization of the South Carolina Curriculum Standards and the New Performance Standards. The America's Choice School Design, a comprehensive reform demonstration model, is in its third year of implementation. The design affords us to have two site-based literacy coaches and a math coach who trains and works with all teachers. The design, coupled with our district's Coherent Curriculum, provides students with distinct opportunities to learn in all academic subjects. Our teaching staff disaggregates the PACT data as well as the benchmark data and addresses the weaknesses of students. Our focus of instruction is in the areas of need. With a commitment to improving student achievement for all of our students, our dedicated and highly qualified staff uses a variety of strategies to ensure that each student gets individual attention needed to be successful. We have focused extra instructional time in language arts and mathematics. Our motto, "Learning Today for a Better Tomorrow," and our school's mission statement, serve as the driving force for meeting our goals.

Through the use of computers in the classrooms, our SuccessMaker Lab, and our Keyboarding Lab, students in all grades are exposed to concepts and skills necessary to succeed in the 21st century. Our students receive hands-on technology training, use manipulatives, and participate in numerous activities that prepare them for the world of work.

James Simons Elementary School's "Welcome Mat" is always out. We recognize that family involvement is a critical part of high quality education. We continue to offer a variety of programs for parents and family involvement.

Our students are challenged to achieve at high levels. Because teachers design instruction to meet students' needs, many students participate in academic assistance programs. Several churches in the community offer before-/after-school tutorial programs and/or mentorships. We, also, have resource and self-contained programs for students with special needs and programs for gifted and talented. Through an innovative flex schedule for approximately two hours each morning and forty-five minutes in the afternoon, our classroom teachers work uninterrupted with our students.

The administration, faculty, and staff at James Simons Elementary School and the School Improvement Council look forward to working with students, families, and the community to make our school the very best it can be. Together, we will ensure that all students achieve their full potential academically and as school citizens.

Martha L. Martin-Hodges, Principal
Sandra M. Flowers, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	50	38
Percent satisfied with learning environment	62.5%	60.4%	86.1%
Percent satisfied with social and physical environment	75.0%	71.4%	81.1%
Percent satisfied with school-home relations	37.5%	75.5%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.